

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>6-8.LH.2.1.a.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.
IAS Standard	<b>6-8.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>The item may ask for evidence that is directly stated in the text.</p> <p>The item may ask for specific and exact quotes or a summary/description of evidence.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	evidence, support
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify a detail that supports an explicit statement about the text.</p> <p>Answer choices should be taken directly from the text.</p>
	<p><b>Tier 2</b></p> <p>Student can identify details that support an explicit statement about the text.</p> <p>Answer choices should be taken directly from the text.</p>
	<p><b>Tier 3</b></p> <p>Student can identify details that support an analysis of what the text says explicitly.</p> <p>Answer choices should be taken directly from the text.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	<p>[Stimulus: Passage about George Washington's presidency]</p> <p>Which sentence supports the author's claim that George Washington was a good president?</p> <p>A. George Washington was born in Virginia.</p> <p>B. George Washington was the first president.</p> <p><b>C. George Washington helped write the Constitution.</b></p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>6-8.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
IAS Standard	<b>6-8.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages should have well-supported central ideas.</p> <p>The item may ask the student to identify the central idea from a section of the text or from the entire text.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	central idea, summary
Cognitive Complexity	4




Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student can identify a central idea. Student can identify an important event in a text.</p>
	<p><b>Tier 2</b> Student can select the correct sentence that summarizes the central idea from a primary source. Student can identify a central idea.</p>
	<p><b>Tier 3</b> Student can select the details from primary source or secondary source that should be included in a summary. Student can identify a central idea.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	<p>[Stimulus: Passage about George Washington's presidency]</p> <p>Which sentence belongs in a summary of this passage?</p> <p>A. George Washington had many friends.</p> <p>B. George Washington is the best president.</p> <p><b>C. George Washington was the first president.</b></p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>6-8.LH.3.1.a.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
IAS Standard	<b>6-8.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues of a historical/social studies–related text.</p>
	<p><b>Tier 2</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues from a historical/social studies–related text.</p>
	<p><b>Tier 3</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues within a historical/social studies–related text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 2</b>	<p>[Stimulus: Passage about simple economics]</p> <p>According to the passage, what does “profit” mean?</p> <p>B. money lost</p> <p>C. money risked</p> <p><b>A. money earned</b></p>

Updated 10/2020

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.3.2.a.1:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).
IAS Standard	<b>6-8.LH.3.2:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passage should have an overt organizational structure.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	describes, information
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how information is presented sequentially.</p>
	<p><b>Tier 2</b></p> <p>The student will determine how a text presents information.</p>
	<p><b>Tier 3</b></p> <p>The student will determine how a text presents information.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.

Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
<b>Sample Item</b>	
<b>Tier 1</b>	<p data-bbox="570 495 1198 531">[Stimulus: Passage about Founding Fathers]</p> <p data-bbox="570 583 1243 619">According to the passage, what happened first?</p> <div data-bbox="618 648 894 921" style="text-align: center;">  </div> <p data-bbox="570 898 1008 961">A. John Adams was president.</p> <div data-bbox="612 993 894 1272" style="text-align: center;">  </div> <p data-bbox="570 1249 1084 1329">C. Thomas Jefferson was president.</p> <div data-bbox="612 1358 894 1638" style="text-align: center;">  </div> <p data-bbox="570 1614 1149 1686">B. George Washington was president.</p>



Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.3.3.a.1:</b> Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
IAS Standard	<b>6-8.LH.3.3:</b> Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages should have a clear purpose and/or perspective.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	purpose, perspective
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an explicit author’s purpose or an explicit author’s perspective about a topic.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an author’s purpose or an author’s perspective about a topic.</p>
	<p><b>Tier 3</b></p> <p>The student will identify details that support an author’s purpose or perspective.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Persuasive passage about George Washington's presidency.]</p> <p>Which sentence tells us that the author thinks George Washington was a good president?</p> <p>A. George Washington was born in Virginia.</p> <p>B. George Washington was married to Martha.</p> <p><b>C. George Washington did a lot of important things.</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.4.1.a.1:</b> Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
IAS Standard	<b>6-8.LH.4.1:</b> Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Visual information should be clearly labeled when used in stimulus and item.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	visual information
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will match written information to the appropriate visual information.</p>
	<p><b>Tier 2</b></p> <p>Student will match written information to the appropriate visual information.</p>
	<p><b>Tier 3</b></p> <p>Student will match written information to the appropriate visual information.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Passage about early presidents accompanied with a timeline/chart meant to be of presidents but showing only years, not names]</p> <p>What information from the passage belongs in this chart?</p> <p><b>A. the presidents' names</b></p> <p>B. the presidents' favorite books</p> <p>C. the presidents' brothers and sisters</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.4.2.a.1:</b> Distinguish among fact, opinion, and reasoned judgment in a text.
IAS Standard	<b>6-8.LH.4.2:</b> Distinguish among fact, opinion, and reasoned judgment in a text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages need to include fact and opinion.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Table Match (TM)
Construct-Relevant Vocabulary	fact, opinion, reasoned judgement
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a fact or opinion stated by the author of a text related to history/social studies.</p>
	<p><b>Tier 2</b></p> <p>The student can distinguish between facts and opinions stated in a text related to history/social studies.</p>
	<p><b>Tier 3</b></p> <p>The student will distinguish between fact and opinion/judgement/speculation in a text related to history/social studies.</p>

Accessibility and Accommodation Considerations										
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.									
Linguistic Complexity	To be determined after IDOE review									
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.									
Sample Item										
Tier 3	Select Fact or Opinion to categorize each sentence from the text.									
		<table border="1"> <thead> <tr> <th>Fact</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>x</td> <td></td> </tr> <tr> <td></td> <td>x</td> </tr> <tr> <td>x</td> <td></td> </tr> </tbody> </table>	Fact	Opinion	x			x	x	
	Fact	Opinion								
	x									
	x									
x										
Maps help us figure out where to go.	x									
Maps are very interesting.		x								
Maps can show lots of things.	x									

Reporting Category	Writing
Content Connector	<b>6-8.LH.5.1.a.1:</b> Write arguments focused on discipline-specific content.
IAS Standard	<b>6-8.LH.5.1:</b> Write arguments focused on discipline-specific content.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	arguments
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>
	<p><b>Tier 2</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>
	<p><b>Tier 3</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>



<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
<b>Sample Item</b>	
<b>Tier 1</b>	<p>A student is writing about Indiana.</p> <p>Here is a sentence the student has written.</p> <p><b>It is called the Hoosier State.</b></p> <p>[image of outline of the state of Indiana]</p> <p>Which claim goes with this sentence?</p> <p>A. Living on a farm is interesting to learn about.</p> <p>B. Other countries are interesting to learn about.</p> <p><b>C. Indiana is an interesting state to learn about.</b></p>

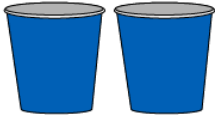


Reporting Category	Writing
Content Connector	<b>6-8.LH.5.2.a.1:</b> Write informative texts, including analyses of historical events.
IAS Standard	<b>6-8.LH.5.2:</b> Write informative texts, including analyses of historical events.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	analysis, informative
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an informative sentence appropriate for a brief paragraph about a historical event.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an informative sentence appropriate for a brief paragraph about a historical event.</p>
	<p><b>Tier 3</b></p> <p>The student will identify an informative sentence appropriate for a brief paragraph about a historical event.</p>


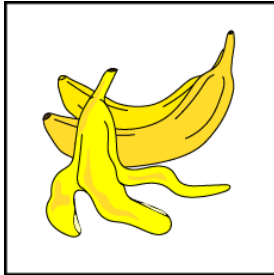
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>Which sentence gives information about the US Constitution?</p> <p>A. I have read the US Constitution.</p> <p><b>B. The US Constitution was written in 1789.</b></p> <p>C. Everyone should know what the US Constitution is.</p>


Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>6-8.LST.2.1.a:</b> Cite specific textual evidence to support analysis of science and technical texts.
IAS Standard	<b>6-8.LST.2.1:</b> Cite specific textual evidence to support analysis of science and technical texts.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>The item may ask for evidence that is directly stated in the text.</p> <p>The item may ask for specific and exact quotes or a summary/description of evidence.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	evidence, support
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will identify a detail that supports an explicit statement about the text. Answer choices should be taken directly from the text.</p>
	<p><b>Tier 2</b></p> <p>Student will identify details that support an explicit statement about the text. Answer choices should be taken directly from the text.</p>
	<p><b>Tier 3</b></p> <p>Student will identify details that support an analysis of what the text says explicitly. Answer choices should be taken directly from the text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	<p>[Stimulus: Passage about how viruses are spread]</p> <p>According to the passage, how do we stop the spread of viruses?</p> <p>A. </p> <p>by sneezing</p> <p>B. </p> <p>by washing hands</p>

	<p data-bbox="581 470 618 506">C.</p> <div data-bbox="630 226 898 499"></div> <p data-bbox="630 537 854 575">by sharing cups</p>
--	---

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>6-8.LST.2.2.a:</b> Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
IAS Standard	<b>6-8.LST.2.2:</b> Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages should have well-supported central ideas.</p> <p>The item may ask the student to identify the central idea from a section of the text or from the entire text.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	central idea, summary
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify a central idea.</p> <p>The student can identify an important event in a text.</p>
	<p><b>Tier 2</b></p> <p>Student can select the correct sentence that summarizes the central idea from a text.</p> <p>Student can identify a central idea.</p>
	<p><b>Tier 3</b></p> <p>Student can select the details from a text that should be included in a summary.</p> <p>Student can identify a central idea.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	<p>[Stimulus: Passage about compost]</p> <p>According to the passage, what should people use to make compost?</p> <p>A. </p> <p>old toys</p> <p>B. </p> <p>banana peels</p>

	<p>C. </p> <p>candy wrappers</p>
--	---

Updated: 07/19



Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>6-8.LST.3.1.a:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
IAS Standard	<b>6-8.LST.3.1:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	symbol
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the meaning of a word supported by clear context in a science/technical text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the meaning of a word supported by clear context in a science/technical text.</p>
	<p><b>Tier 3</b></p> <p>The student can determine the meaning of symbols, key terms, and domain-specific words and phrases supported by context from a scientific or technical passage.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p>[Stimulus: Passage about disease]</p> <p>What is a <b><u>disease</u></b>?</p> <p><b>A. a sickness</b></p> <p>B. a mountain</p> <p>C. a surprise</p>

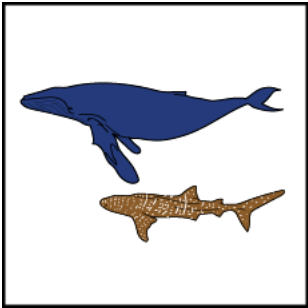
Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.3.2.a:</b> Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
IAS Standard	<b>6-8.LST.3.2:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passage should have an overt organizational structure.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	structure, organize, topic
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how information is presented sequentially.</p>
	<p><b>Tier 2</b></p> <p>The student will determine how a text presents information.</p>
	<p><b>Tier 3</b></p> <p>The student will determine how a text presents information.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Passage about Pluto]</p> <p>Which section gives information about when Pluto was discovered as a planet?</p> <p><b>A. A New Planet</b></p> <p>B. No Longer a Planet</p> <p>C. Now a Dwarf Planet</p>

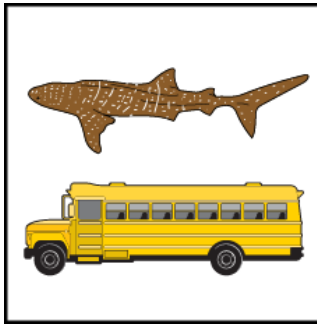
Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.3.3.a:</b> Describe the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
IAS Standard	<b>6-8.LST.3.3:</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages should have a clear purpose.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	describe, purpose, explain
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify the author’s purpose.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a supporting detail of the author’s purpose.</p>
	<p><b>Tier 3</b></p> <p>The student will choose a sentence that conveys the purpose of a text (e.g., build a birdhouse to protect the bird).</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	<p>[Stimulus: Passage about solids and liquids]</p> <p>Which sentence tells the author's purpose?</p> <p>A. Solids and liquids have something in common.</p> <p>B. Solids and liquids are both states of matter.</p> <p><b>C. We are going to learn about solids and liquids.</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.4.1.a:</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
IAS Standard	<b>6-8.LST.4.1:</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Relate knowledge of text structures (e.g., organization of a paragraph) or text features to be able to gather requested information.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	visual
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will match technical information to the appropriate visual information.</p>
	<p><b>Tier 2</b></p> <p>Student will match written information to the appropriate visual information.</p>
	<p><b>Tier 3</b></p> <p>Student will match written information to the appropriate visual information.</p>

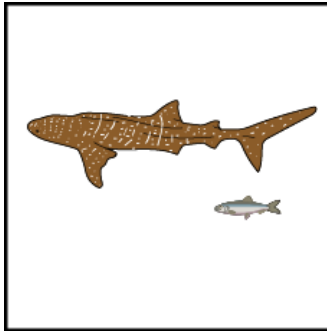
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	<p>[Stimulus: Passage about whale sharks and how large they can become]</p> <p>Read the sentence from the passage.</p> <p><b>Some whale sharks can grow to the size of a school bus.</b></p> <p>Which image would represent this sentence?</p> <div style="text-align: center;">  </div> <p>A.</p> <p>a picture of a whale shark being compared to a whale</p>





B.

a picture of a whale shark being compared to a school bus



C.

a picture of a whale shark being compared to a small fish

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.4.2.a:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
IAS Standard	<b>6-8.LST.4.2:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passage needs to include fact and speculation.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Table Match (TM)
Construct-Relevant Vocabulary	fact, reasoned judgement, speculation
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will identify a fact from the text.</p>
	<p><b>Tier 2</b></p> <p>Student will identify fact or speculation from the text.</p>
	<p><b>Tier 3</b></p> <p>Student will distinguish between fact and judgement or speculation from the text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Passage about ants]</p> <p>Which sentence from the text is a fact?</p> <p>A. "Ants are smart."</p> <p>B. "Ants are amazing."</p> <p><b>C. "Ants live underground."</b></p>

Reporting Category	Writing
Content Connector	<b>6-8.LST.5.1.a:</b> Write arguments focused on discipline-specific content.
IAS Standard	<b>6-8.LST.5.1:</b> Write arguments focused on discipline-specific content.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	arguments
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>
	<p><b>Tier 2</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>
	<p><b>Tier 3</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p>Read the sentence.</p> <p><b>Computers and cell phones make life easier.</b></p> <p>Which claim goes with the sentence?</p> <p>A. Recycling helps the planet.</p> <p>B. Pollution is a big problem.</p> <p><b>C. Technology helps people.</b></p>

Reporting Category	Writing
Content Connector	<b>6-8.LST.5.2.a:</b> Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
IAS Standard	<b>6-8.LST.5.2:</b> Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	informative, conclusion
Cognitive Complexity	5

Evidence Statements	
Evidence Statements.	<p><b>Tier 1</b></p> <p>The student can identify an appropriate sentence related to a science or technology-related topic that requires a set of procedures/steps (e.g., conducting an experiment, building a model, navigating the Internet, operating a machine).</p>
	<p><b>Tier 2</b></p> <p>Provided with several steps in a short paragraph about a science or technology-related topic or activity, the student can identify an additional step that would logically follow.</p>
	<p><b>Tier 3</b></p> <p>Given a set of observations in a short paragraph about a science or technology related topic or activity, the student can identify a logical conclusion.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>Read the sentences.</p> <p><b>Making slime is fun. First, put shampoo and cornstarch into a bowl. Next, add water.</b></p> <p>Which step should come next?</p> <p>A. Get out your supplies.</p> <p><b>B. Stir everything together.</b></p> <p>C. See what shapes you can make.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.ML.2.1.a.1:</b> Identify persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media.
IAS Standard	<b>8.ML.2.1:</b> Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Type of media considerations: video, audio, poster, advertisement, magazine, and informational graphics (e.g., Smokey the Bear).</p> <p>Text considerations: The media should have an identifiable target audience. Context should be available to help support identification of the target audience, or it could be provided through a description or purpose-setting statement that identifies it. If the target audience is identified in this way, then the item should not require identification of the stated audiences for the media.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	persuasive, propaganda
Cognitive Complexity	4



Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student will identify how a media message is attempting to persuade.</p>
	<p><b>Tier 2</b> Student will identify how a media message is attempting to persuade.</p>
	<p><b>Tier 3</b> Student will identify how a media message is attempting to persuade.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Advertisement for a toy]</p> <p>What does the toy company want you to think?</p> <p><b>A. The toy is fun.</b></p> <p>B. The toy is hard.</p> <p>C. The toy is loud.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.ML.2.1.a.2:</b> Analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media.
IAS Standard	<b>8.ML.2.1:</b> Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Type of media considerations: video, audio, poster, advertisement, magazine, and informational graphics (e.g., Smokey the Bear).</p> <p>Text considerations: The media should have an identifiable target audience. Context should be available to help support identification of the target audience, or it could be provided through a description or purpose-setting statement that identifies it. If the target audience is identified in this way, then the item should not require identification of the stated audiences for the media.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	persuasive, propaganda
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student will recognize persuasive words or phrases from the stimulus.</p>
	<p><b>Tier 2</b> Student will recognize persuasive words or phrases from the stimulus.</p>
	<p><b>Tier 3</b> Student will identify the impact of persuasive words or phrases from the stimulus.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p>[Stimulus: Advertisement for a car that says “The car is fast and safe. Everyone loves this car.”]</p> <p><b>What is the purpose of the sentence “Everyone loves this car”?</b></p> <p>A. to tell people where to buy the car</p> <p>B. to explain to people why the car is safe</p> <p><b>C. to get people to think they should love the car, too</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.ML.2.2.a.1:</b> Interpret how people experience media messages differently, depending on point of view, culture, etc.
IAS Standard	<b>8.ML.2.2:</b> Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Type of media considerations: video, audio, poster, advertisement, magazine, and informational graphics (e.g., Smokey the Bear).</p> <p>Text considerations: The media should have an identifiable target audience. Context should be available to help support identification of the target audience, or it could be provided through a description or purpose-setting statement that identifies it. If the target audience is identified in this way, then the item should not require identification of the stated audiences for the media.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	point of view
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student will identify the intended audience for a media message.</p>
	<p><b>Tier 2</b> Student will identify the intended audience for a media message.</p>
	<p><b>Tier 3</b> Student will identify the intended audience for a stimulus media message.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 2</b>	<p>[Stimulus: Advertisement for the fair]</p> <p>Who is this advertisement for?</p> <p>A. adults only</p> <p>B. people with pets</p> <p><b>C. families with children</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.ML.2.2.a.2:</b> Analyze how people experience media messages differently, depending on point of view, culture, etc.
IAS Standard	<b>8.ML.2.2:</b> Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Type of media considerations: video, audio, poster, advertisement, magazine, and informational graphics (e.g., Smokey the Bear).</p> <p>Text considerations: The media should have an identifiable target audience. Context should be available to help support identification of the target audience, or it could be provided through a description or purpose-setting statement that identifies it. If the target audience is identified in this way, then the item should not require identification of the stated audiences for the media.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	point of view
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students will identify the intended impact of a media message on an audience.</p>
	<p><b>Tier 2</b> Students will identify the intended impact of a media message on an audience.</p>
	<p><b>Tier 3</b> Students will identify the intended impact of a media message on an audience.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	<p>[Stimulus: Announcement from an animal shelter]</p> <p>How is the advertisement trying to make you feel?</p> <p>A. excited to play with the pets</p> <p>B. curious about how to train the pets</p> <p>C. <b>sad that the pets are at the shelter</b></p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RL.2.1.a.1:</b> Cite textual evidence when explaining what a text says explicitly.
IAS Standard	<b>8.RL.2.1:</b> Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Item may ask for evidence that is directly stated in the text.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	evidence, explain
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify a detail that supports an explicit statement about the text. Answer choices should be taken directly from the text.</p>
	<p><b>Tier 2</b></p> <p>Student can identify details that support an explicit statement about the text. Answer choices should be taken directly from the text.</p>
	<p><b>Tier 3</b></p> <p>Student can identify details that support an analysis of what the text says explicitly. Answer choices should be taken directly from the text.</p>



Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p>[Stimulus: Story about Max and Jane at school]</p> <p>How does the reader know that Max is happy</p> <p>he has something in common with Jane?</p> <p>A. "Max sat down at his desk and took out his sketch book."</p> <p>B. "Jane looked at Max in surprise."</p> <p><b>C. "Max was excited to have someone to talk to about art."</b></p>

Updated 10/2020

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RL.2.1.a.2:</b> Refer to details and examples in the text when making inferences.
IAS Standard	<b>8.RL.2.1:</b> Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>The item will require the student to draw inferences from the text.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	detail, example, inference
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify a detail that supports an inference drawn from the text. Answer choices should be taken directly from the text.</p>
	<p><b>Tier 2</b></p> <p>Student can identify details that support an inference drawn from the text. Answer choices should be taken directly from the text.</p>
	<p><b>Tier 3</b></p> <p>Student can identify details that support an inference drawn from the text. Answer choices should be taken directly from the text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Story about Maggie eating pizza]</p> <p>Which detail suggests that Maggie likes pizza?</p> <p>A. She opens her presents.</p> <p>B. She drinks some lemonade.</p> <p><b>C. She asks for another slice.</b></p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RL.2.1.a.3:</b> Determine which piece(s) of evidence most strongly support analysis of a work of literature.
IAS Standard	<b>8.RL.2.1:</b> Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>The item may ask for evidence that is directly stated in the text.</p> <p>The item should emphasize the importance of citing evidence that provides the strongest support possible.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	evidence, support
Cognitive Complexity	4

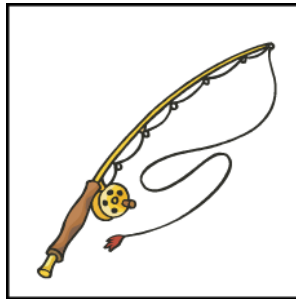
Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify a detail that supports an explicit statement about the text. Answer choices should be taken from the text.</p>
	<p><b>Tier 2</b></p> <p>Student can identify details that support an explicit statement about the text. Answer choices should be taken from the text.</p>
	<p><b>Tier 3</b></p> <p>Student can identify details that support an analysis of what the text says explicitly. Answer choices should be taken from the text.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>

Sample Item

[Stimulus: Story about Max and Joe going to swim at the pool]

What did Max and Joe do?

A.



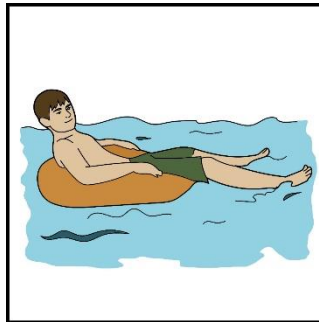
fish

B.



run

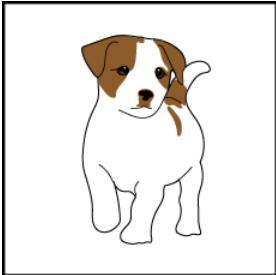
C.



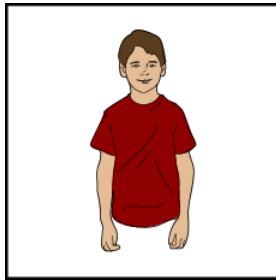
swim

Tier 1

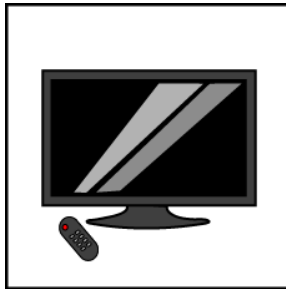
Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RL.2.2.a.1:</b> Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting, and plot.
IAS Standard	<b>8.RL.2.2:</b> Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>The item may ask the student to determine the central idea/theme from a section of the text or from the entire text.</p> <p>The item may focus on how the central idea/theme of the text relates to supporting ideas.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	detail, support, theme, central idea
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Given the central idea, student can select a detail that supports its development.</p>
	<p><b>Tier 2</b> Given the theme or central idea, student can select details that support its development.</p>
	<p><b>Tier 3</b> Given the theme or central idea, student can select details that support its development.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	<p>[Stimulus: Story about William wanting a puppy]</p> <p>In the story, William learns about being patient. When does William have to be patient?</p> <div style="text-align: center;">  </div> <p>A. <b>when he has to wait to get a puppy</b></p>



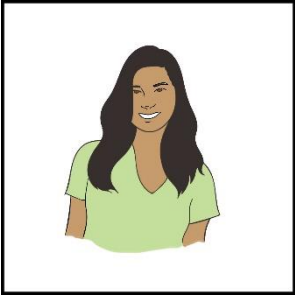
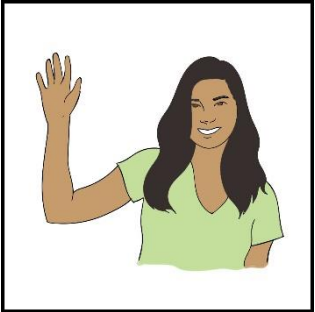


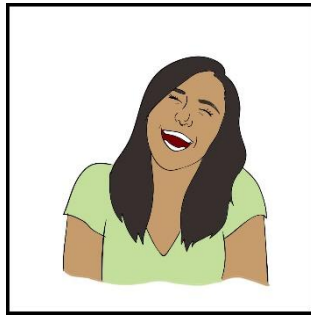
B.  
when he sees his friend at the store



C.  
when he watches TV in the morning

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RL.2.3.a.1:</b> Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
IAS Standard	<b>8.RL.2.3:</b> Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	action, character, decision
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify an event that caused a character to make a choice.</p>
	<p><b>Tier 2</b></p> <p>Student can identify an event that caused a character to make a choice.</p> <p>Student can identify how dialogue or an incident reveals an aspect of a character.</p>
	<p><b>Tier 3</b></p> <p>Student can identify events that caused a character to make a choice or, given an incident from the passage, may identify the resulting choice made by the character.</p> <p>Student can identify how dialogue or an incident reveals an aspect of a character.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	<p>[Stimulus: Story about Amir and Julia]</p> <p>Why did Amir sit next to Julia?</p> <p>A. </p> <p><b>Julia smiled at Amir.</b></p> <p>B. </p> <p><b>Julia waved at Amir.</b></p>



C.

Julia laughed at Amir.

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.RL.3.1.a.1:</b> Compare and contrast the structure of two or more related works of literature.
IAS Standard	<b>8.RL.3.1:</b> Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages should have clearly evident structures that can be used to compare and contrast.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	compare, contrast, structure
Cognitive Complexity	6
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will identify how two works of literature are similar.</p>
	<p><b>Tier 2</b></p> <p>Student will identify how two works of literature are similar or different.</p>
	<p><b>Tier 3</b></p> <p>Student will identify how two works of literature are similar and different.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
A	
<b>Tier 2</b>	<p>[Stimulus: A story about Angelo and a story about Eric]</p> <p>What do Angelo and Eric both want?</p> <p>A. a new friend</p> <p>B. a new toy</p> <p><b>C. a new pet</b></p>

Updated 10/2020

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.RL.3.1.a.2:</b> Analyze and evaluate how the differing structure of each text contributes to its meaning and style.
IAS Standard	<b>8.RL.3.1:</b> Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structures of each text contributes to its meaning and style.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>The item can refer to the structure of an entire piece or the structure of a particular section.</p> <p>A passage pairing is required.</p> <p>Passages should have clearly evident structures that can be used to compare and contrast.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	structure, meaning, style
Cognitive Complexity	6
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will identify a similarity and/or difference in the structural features of two works of literature.</p>
	<p><b>Tier 2</b></p> <p>Student will identify a similarity and/or difference in the structural features of two works of literature.</p>
	<p><b>Tier 3</b></p> <p>Student will identify a similarity and/or difference in the structural features of two works of literature.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p>[Stimulus: Story 1 about a girl going to school told in first person; Story 2 about a school play told in third person]</p> <p>How do you know that different people are telling each story?</p> <p><b>A. One story uses "I."</b></p> <p>B. One story is longer.</p> <p>C. One story has pictures.</p>



Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RN.2.1.a.1:</b> Refer to details and examples in a text when explaining what the text says explicitly.
IAS Standard	<b>8.RN.2.1:</b> Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>The item may ask for evidence that is directly stated in the text.</p> <p>The item may ask for specific and exact quotes or a summary/description of evidence.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	details, examples, explain
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify a detail that supports an explicit statement about the text. Answer choices should be taken directly from the text.</p>
	<p><b>Tier 2</b></p> <p>Student can identify details that support an explicit statement about the text. Answer choices should be taken directly from the text.</p>
	<p><b>Tier 3</b></p> <p>Student can identify details that support an analysis of what the text says explicitly. Answer choices should be taken directly from the text.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	<p>[Stimulus: Passage about recycling old electronics]</p> <p>How does the passage support the idea that it is easy to recycle old electronics?</p> <p>A. "Sometimes broken electronics cannot be fixed."</p> <p>B. "Buying replacement electronics can be expensive."</p> <p><b>C. "Many stores have a place where you can drop off electronics that don't work anymore."</b></p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RN.2.1.a.2:</b> Refer to details and examples in a text when making inferences.
IAS Standard	<b>8.RN.2.1:</b> Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>The item will require the student to draw inferences from the text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	detail, example, inference
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify a detail that supports an inference drawn from the text. Answer choices should be taken directly from the text.</p>
	<p><b>Tier 2</b></p> <p>Student can identify details that support an inference drawn from the text. Answer choices should be taken directly from the text.</p>
	<p><b>Tier 3</b></p> <p>Student can identify details that support an inference drawn from the text. Answer choices should be taken directly from the text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Passage about corn crops]</p> <p>Which detail from the passage suggests that lots of farmers grow corn?</p> <ul style="list-style-type: none"> <li>A. Corn can grow in the wild.</li> <li>B. Corn on the cob is fun to eat.</li> <li><b>C. Corn is the largest U.S. crop.</b></li> </ul>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RN.2.2.a.1:</b> Analyze the development of the central ideas over the course of the text, including their relationship to supporting ideas.
IAS Standard	<b>8.RN.2.2:</b> Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages should have well-supported central ideas.</p> <p>The item may ask the student to identify the central idea from a section of the text or from the entire text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	central idea, support
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Given the central idea, student can select a detail that supports its development.</p>
	<p><b>Tier 2</b></p> <p>Given the central idea, student can select details that support its development.</p>
	<p><b>Tier 3</b></p> <p>Given the central idea, student can select details that support its development.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	<p>[Stimulus: Passage about singing]</p> <p>The main idea of the passage is that singing is fun.</p> <p>Which detail supports this idea?</p> <p><b>A. "Singing makes people happy."</b></p> <p>B. "Singing is something you can learn."</p> <p>C. "Some people can sing very low notes."</p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RN.2.2.a.2:</b> Provide a detailed, objective summary of the text.
IAS Standard	<b>8.RN.2.2:</b> Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Items should assess student knowledge of relevant events and information the text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	summary, summarize, detail
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a detail to include in a summary of a text.</p>
	<p><b>Tier 3</b></p> <p>The student can recognize key ideas and details from a text that contribute to a text’s summary.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Passage about service dogs]</p> <p>Which detail belongs in a summary of this passage?</p> <p>A. Cats are playful.</p> <p><b>B. Dogs can help.</b></p> <p>C. Pets are fun.</p>



Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RN.2.3.a.1:</b> Analyze how a text makes connections and distinctions among individuals, events, and ideas.
IAS Standard	<b>8.RN.2.3:</b> Analyze how a text makes connections and distinctions among individuals, events, and ideas.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	connections, distinctions
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Student can identify an explicit connection between individuals, events, or ideas.
	<b>Tier 2</b> Student can identify a connection between individuals, events, or ideas.
	<b>Tier 3</b> Student can identify a connection or distinction between individuals, events, or ideas.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review

<p>Visual and Auditory Considerations</p>	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.</p>
---	---

Sample Item

[Stimulus: Passage about snow]

According to the passage, what can form when it is cold and there is moisture in the air?

A.



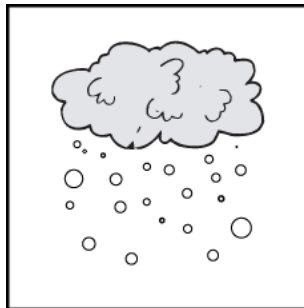
rain

B.



wind

C.



snow

Tier 1

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.RN.3.2.a.1:</b> Analyze in detail the structure of a specific paragraph in a text.
IAS Standard	<b>8.RN.3.2:</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passage should include transitional words (first, next, last).</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	structure
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will identify how a particular paragraph contributes to the structure of a text.</p>
	<p><b>Tier 2</b></p> <p>Student will identify how a particular paragraph contributes to the structure of a text.</p>
	<p><b>Tier 3</b></p> <p>Student will identify how a particular paragraph contributes to the structure of a text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 2</b>	<p>[Stimulus: Passage including three paragraphs about how technology has changed daily lives. Paragraph 1 discusses how computers first impacted schools. Paragraph 2 discusses how technology is evident in everyday life. Paragraph 3 discusses careers that are available today in technology.]</p> <p>Where does the passage provide examples of careers in technology?</p> <p>A. paragraph 2</p> <p><b>B. paragraph 3</b></p> <p>C. paragraph 4</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.RN.3.2.a.2:</b> Analyze the role of particular sentences in developing and refining a key concept.
IAS Standard	<b>8.RN.3.2:</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passage should include transitional words (first, next, last).</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	role, developing
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will identify how a sentence develops a key concept in a text.</p>
	<p><b>Tier 2</b></p> <p>Student will identify how a sentence develops a key concept in a text.</p>
	<p><b>Tier 3</b></p> <p>Student will identify how a sentence develops a key concept in a text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p><b>Blizzards can be serious and dangerous. Blizzards can occur with no warning. Blizzards are winter weather conditions with snow and wind.</b></p> <p><b>Blizzards are common in much cooler climates. People who live in those climates are usually well prepared.</b></p> <p>In paragraph 1 of the passage, which sentence defines “blizzard”?</p> <p>A. “Blizzards can occur with no warning.”</p> <p>B. “Blizzards can be serious and dangerous.”</p> <p><b>C. “Blizzards are winter weather conditions with snow and wind.”</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.RN.3.3.a.1:</b> Determine an author’s perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
IAS Standard	<b>8.RN.3.3:</b> Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages should have a clear purpose and/or perspective.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	inform, entertain, persuade, purpose, perspective
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an author’s purpose.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an author’s purpose or an author’s perspective about a topic.</p>
	<p><b>Tier 3</b></p> <p>The student will identify an author’s purpose or an author’s perspective about a topic.</p>



Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p>[Stimulus: Passage about how much water a person should drink in one day]</p> <p>What is the author's purpose?</p> <p><b>A. to inform</b></p> <p>B. to persuade</p> <p>C. to entertain</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.RN.4.1.a.1:</b> Evaluate the claim or argument to determine if it is supported by evidence.
IAS Standard	<b>8.RN.4.1:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>The passage must include a plainly articulated claim (argument).</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	claim, argument, evidence
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Given an argument from a text, student will select evidence that supports the argument.</p>
	<p><b>Tier 2</b></p> <p>Given an argument from a text, student will select evidence that supports the argument.</p>
	<p><b>Tier 3</b></p> <p>Given an argument from a text, student will select evidence that supports the argument.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Passage about cardinals and their red feathers]</p> <p>Which detail from the passage supports the claim that cardinals are beautiful?</p> <p>A. People like to feed cardinals.</p> <p>B. Cardinals sing many different tunes.</p> <p><b>B. Cardinals have bright red feathers.</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.RN.4.1.a.2:</b> Assess whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
IAS Standard	<b>8.RN.4.1:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passage must include a plainly articulated claim (argument).</p> <p>Passage needs to include irrelevant/insufficient evidence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evidence
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can determine if the evidence used to support a specific/claim or argument is relevant.</p>
	<p><b>Tier 2</b></p> <p>The student can determine if the evidence used to support a specific/claim or argument is relevant.</p>
	<p><b>Tier 3</b></p> <p>The student can determine if the evidence used to support a specific/claim or argument is relevant or sufficient.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Passage about cell phones]</p> <p>Which evidence supports the main idea that cell phones can help us stay healthy?</p> <ul style="list-style-type: none"> <li>A. My cell phone is red.</li> <li>B. Many people have cell phones.</li> <li><b>C. Phones can remind us to exercise.</b></li> </ul>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>8.RL.3.2.a.1:</b> Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.
IAS Standard	<b>8.RL.3.2:</b> Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Items can be developed through either a pairing or a single text that provides sufficient context for the student to understand the cultural heritage, traditions, attitudes, and beliefs without prior knowledge.</p> <p>Passages should have an identifiable point of view, but questions should not ask for a simple identification of the point of view.</p> <p>Items should only focus on historical perspectives that avoid controversial current events.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	point of view, cultural experience, heritage, traditions, attitudes, beliefs
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student will identify a cultural experience in a work of world literature.</p>
	<p><b>Tier 2</b> Student will identify a cultural experience in a work of world literature.</p>
	<p><b>Tier 3</b> Student will identify a cultural experience in a work of world literature.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 2</b>	<p>[Stimulus: Story about Ana and her family's Native American traditions]</p> <p>What does Ana do to support her family's Native American traditions?</p> <p>A. She invites a friend over to play.</p> <p>B. She spends time with her grandpa.</p> <p><b>C. She hangs a dreamcatcher in her room.</b></p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RV.2.1.a.1:</b> Use context to determine or clarify the meaning of words and phrases.
IAS Standard	Use context to determine or clarify the meaning of words and phrases.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Targeted vocabulary words and phrases should be important to the text.</p> <p>Context clues should be in either the same sentence as or an adjacent sentence as the assessed word.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	context, meaning
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues.</p>
	<p><b>Tier 2</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues.</p>
	<p><b>Tier 3</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues.</p>



Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Passage about the Great Barrier Reef]</p> <p>What does <b>recover</b> mean?</p> <p><b>A. get better</b></p> <p><b>B. do an experiment</b></p> <p><b>C. learn something new</b></p>

Updated 10/2020

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RV.2.3.a.1:</b> Distinguish among the connotations of words with similar denotations.
IAS Standard	<b>8.RV.2.3:</b> Distinguish among the connotations of words with similar denotations.
Content Limits	<p>Items may or may not be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Item could be assessed without passage (as stand-alone).</p> <p>The item will focus on word choice.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	similar, connotations, denotations
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Given a word, student can choose a word with a similar meaning.</p>
	<p><b>Tier 2</b></p> <p>Given a word, student can choose a word with a similar meaning.</p>
	<p><b>Tier 3</b></p> <p>The student will replace a given word with a more descriptive word.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>Which word means something similar to <b><u>soft</u></b>?</p> <p>A. pointy</p> <p><b>B. fluffy</b></p> <p>C. sparkly</p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RV.2.4.a.1:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
IAS Standard	<b>8.RV.2.4:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
Content Limits	<p>Items may or may not be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Item could be assessed without passage (as stand-alone).</p> <p>If item is discrete, enough context/support needs to be provided.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	affix, root
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify the meaning of a high-frequency word with a Greek or Latin affix or root.</p>
	<p><b>Tier 2</b></p> <p>Student can identify the meaning of a high-frequency word with a Greek or Latin affix or root.</p>
	<p><b>Tier 3</b></p> <p>Student can identify the meaning of a Greek or Latin affix or root in a high-frequency word.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	<p>Here are 2 words:</p> <p>predict prepare</p> <p>In these words, what does “pre” mean?</p> <p>A. after</p> <p>B. during</p> <p><b>C. before</b></p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RV.3.1.a.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.
IAS Standard	<b>8.RV.3.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>The item should focus on how the words and phrases function within the context of the passage.</p> <p>The item should focus on words and phrases that have figurative meanings central to the meaning of the text rather than isolated, incidental vocabulary.</p> <p>The item may ask about words with discrete context clues in proximity.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	figurative language, connotation
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.</p>
	<p><b>Tier 2</b> The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.</p>
	<p><b>Tier 3</b> The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p>Read the sentence.</p> <p><b>John <u>skipped</u> along, glad to be finished.</b></p> <p>What does the word <b><u>skipped</u></b> show about John?</p> <p>A. John was slow.</p> <p>B. John was scared.</p> <p><b>C. John was happy.</b></p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RV.3.1.a.2:</b> Analyze the impact of specific word choices on meaning and tone in literature, including analogies or allusions to other texts.
IAS Standard	<b>8.RV.3.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>The item should focus on how the words and phrases function within the context of the passage.</p> <p>The item should focus on words and phrases central to the meaning and tone of the text.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	meaning, tone
Cognitive Complexity	4



Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student will identify how a word choice impacts meaning.</p>
	<p><b>Tier 2</b> Student will identify how a word choice impacts meaning.</p>
	<p><b>Tier 3</b> Student will identify how a word choice impacts meaning or tone.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	<p>[Stimulus: Story about a party]</p> <p>Which word in the story makes the party seem fun?</p> <p>A. little</p> <p><b>B. joyful</b></p> <p>C. quickly</p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RV.3.2.a.1:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
IAS Standard	<b>8.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>The item should focus on grade-appropriate words. The item should focus on how the words and phrases function within the context of the stim.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	meaning, tone
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Student will determine the meaning of figurative language.
	<b>Tier 2</b> Student will determine the meaning of figurative language.
	<b>Tier 3</b> Student will determine the meaning of figurative language.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>Read the sentences.</p> <p><b>A farmers market <u>puts the spotlight on</u> local growers. Going to a farmers market is a nice way to support people who live in your community!</b></p> <p>What does <u>puts the spotlight</u> on mean?</p> <p>A. refuses to let in</p> <p><b>B. brings attention to</b></p> <p>C. puts on a show with</p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RV.3.2.a.2:</b> Analyze the impact of specific word choices on meaning and tone in works of nonfiction, including analogies or allusions to other texts.
IAS Standard	<b>8.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>The item should focus on grade-appropriate words. The item should focus on how the words and phrases function within the context of the text.</p> <p>The item should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	meaning, tone
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student will identify how a word choice impacts meaning.</p>
	<p><b>Tier 2</b> Student will identify how a word choice impacts meaning.</p>
	<p><b>Tier 3</b> Student will identify how a word choice impacts meaning or tone.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Passage about dogs]</p> <p>Read the sentence.</p> <p><b>Sometimes, dogs <u>howl</u> with sadness.</b></p> <p>What does the word <b><u>howl</u></b> tell us about the dog?</p> <p>A. what the dog looks like</p> <p>B. what the dog smells like</p> <p><b>C. what the dog sounds like</b></p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RV.3.3.a.1:</b> Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.
IAS Standard	<b>8.RV.3.3:</b> Interpret figures of speech (e.g. verbal irony, puns) in context.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	interpret, context, figures of speech
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the meaning of a common figurative phrase supported by context.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the meaning of a figurative phrase supported by context.</p>
	<p><b>Tier 3</b></p> <p>The student will explain what an example of figurative language means.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	<p>[Stimulus: Story about a rainy day]</p> <p>In the story, what does “raining cats and dogs” mean?</p> <p>A. The rain is loud.</p> <p><b>B. It is raining hard.</b></p> <p>C. The dog is getting wet.</p>

Reporting Category	Speaking and Listening
Content Connector	<b>8.SL.3.1.a.1:</b> Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
IAS Standard	<b>8.SL.3.1:</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally), and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	purpose
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the purpose of the information presented in diverse media.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the purpose of the information presented in diverse media</p>
	<p><b>Tier 3</b></p> <p>The student will identify the purpose of the information presented in diverse media</p>



Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>Listen to the speaker.</p> <p>[Audio: Come to our party! It will be December 4 at 6:30 pm. Bring a snack to share!]</p> <p>What is the reason for the message?</p> <p>A. to sell something</p> <p><b>B. to invite you to a party</b></p> <p>C. to teach you how to cook a meal</p>

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	<b>8.RL.2.2.a.2:</b> Provide a detailed summary of a text.
IAS Standard	<b>8.RL.2.2:</b> Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Items should assess student knowledge of most relevant events and information the text.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	summary, summarize, detail
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a detail to include in a summary of a text.</p>
	<p><b>Tier 3</b></p> <p>The student can recognize key ideas and details from a text that contribute to a text’s summary.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>[Stimulus: Story about Mrs. Henson's class field trip to the movie museum]</p> <p>Which detail should be included in a summary?</p> <p>A. Mrs. Henson's class went to the movie theater.</p> <p><b>B. Mrs. Henson's class went to the movie museum.</b></p> <p>C. Mrs. Henson's class had a party and watched a movie.</p>

Reporting Category	Speaking and Listening
Content Connector	<b>8.SL.3.1.a.2:</b> Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
IAS Standard	<b>8.SL.3.1:</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>All items are text dependent. No item is answerable without listening to the presentation.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	motives
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Student will identify a reason for information presented.
	<b>Tier 2</b> Student will identify a reason for information presented.
	<b>Tier 3</b> Student will identify a reason for information presented.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	<p>Listen to the speaker.</p> <p>[Audio: The swimming pool is closed for repair. The pool will open again on Monday.]</p> <p>Select the purpose of this information.</p> <ul style="list-style-type: none"> <li>A. to sell something</li> <li><b>B. to explain something</b></li> <li>C. to change people's mind about something</li> </ul>

Reporting Category	Speaking and Listening
Content Connector	<b>8.SL.3.1.a.3:</b> Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.
IAS Standard	<b>8.SL.3.1:</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally), and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>All items are text dependent. No item is answerable without listening to the presentation.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evaluate, persuade
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will identify a reason or motive for persuasive information presented.</p>
	<p><b>Tier 2</b></p> <p>Student will identify a reason or motive for persuasive information presented.</p>
	<p><b>Tier 3</b></p> <p>Student will identify a reason or motive for persuasive information presented.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>Listen to the speaker.</p> <p>[Audio: Please walk. Please use your inside voice. Please keep your hands to yourself.]</p> <p>[image of a line of children in a library]</p> <p>Why is the speaker giving these instructions?</p> <p><b>A. because the area needs to be quiet</b></p> <p>B. because the area needs to be empty</p> <p>C. because the area needs to be cleaned</p>

Reporting Category	Speaking and Listening
Content Connector	<b>8.SL.3.2.a.1:</b> Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
IAS Standard	<b>8.SL.3.2:</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>All items are text dependent. No item is answerable without listening to the presentation.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evidence
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Student will identify evidence supporting an argument.
	<b>Tier 2</b> Student will identify evidence supporting an argument.
	<b>Tier 3</b> Student will identify evidence supporting an argument.



Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>Listen to the speaker.</p> <p>[Audio: Advertisement about a community concert]</p> <p>Which sentence explains why people should come to the concert?</p> <p>A. The concert starts at 7:00 pm.</p> <p>B. Bring a blanket or a lawn chair.</p> <p><b>C. We should all support each other.</b></p>

Reporting Category	Speaking and Listening
Content Connector	<b>8.SL.3.2.a.2:</b> Identify when irrelevant evidence is introduced within an argument.
IAS Standard	<b>8.SL.3.2:</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Passage should contain irrelevant evidence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evidence
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will identify one clear piece of evidence that is not related to the argument.</p>
	<p><b>Tier 2</b></p> <p>Student will identify one clear piece of evidence that is not related to the argument.</p>
	<p><b>Tier 3</b></p> <p>Student will identify the evidence that is related to the topic but irrelevant to the argument.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	<p>Listen to the speaker.</p> <p>[Audio: Announcement about a new pizza restaurant in town with the claim that it's the "best pizza"]</p> <p>Which sentence tells where the restaurant is located?</p> <p>A. The toppings are fresh.</p> <p>B. The crust is delicious!</p> <p><b>C. We are right next to the movie theater.</b></p>

Reporting Category	Writing
Content Connector	<b>8.W.3.1.a.1:</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically.
IAS Standard	<p><b>8.W.3.1:</b> Write arguments in a variety of forms that</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	claim, argument, oppose(s)
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify an introductory claim for a given paragraph.</p>
	<p><b>Tier 2</b></p> <p>The student can identify an introductory statement based on a claim/argument made in the paragraph.</p>
	<p><b>Tier 3</b></p> <p>Given a claim, student will select the sentence that expresses the opposing claim.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p>Read the sentence.</p> <p><b>Parents should pay kids to do chores.</b></p> <p>Which claim opposes, or goes against, this statement?</p> <p><b>A. Kids should do chores for free.</b></p> <p>B. Kids should do chores every day.</p> <p>C. Kids should do chores that are fun.</p>

Reporting Category	Writing
Content Connector	<b>8.W.3.1.a.2:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
IAS Standard	<p><b>8.W.3.1:</b> Write arguments in a variety of forms that</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Distractors need to include “non-credible” options.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	claim, credible source, evidence, support
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student will identify a credible source that supports a given claim.</p>
	<p><b>Tier 2</b> The student will select the sentence (support) that matches the claim.</p>
	<p><b>Tier 3</b> The student will select the sentence (support) that matches the claim.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>A student is writing about chores.</p> <p>Read the sentence.</p> <p><b>Kids should do chores at home.</b></p> <p>Which sentence supports this statement?</p> <p>A. Kids think chores are boring.</p> <p>B. Adults should do all of the chores.</p> <p><b>C. Chores teach kids how to work hard.</b></p>

Reporting Category	Writing
Content Connector	<b>8.W.3.1.a.3:</b> Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
IAS Standard	<p><b>8.W.3.1:</b> Write arguments in a variety of forms that</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Sentence or paragraph provided needs to have a clear audience.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	transition, claim, counterclaim, reason, evidence
Cognitive Complexity	4



Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student will place a transition (e.g., “first”) in a blank in a sentence of a short argumentative paragraph.</p>
	<p><b>Tier 2</b> Student will place a transition (e.g., “first,” “also”) in a blank in a sentence of a short argumentative paragraph.</p>
	<p><b>Tier 3</b> Student will place a transition (e.g., “first,” “also,” “last”) in a blank in a sentence of a short argumentative paragraph.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student’s understanding should not be included.
Sample Item	
Tier 1	<p>Read the paragraph.</p> <p><b>Dogs are the best pets. The _____ reason is they are easy to train. Also, they are easy to keep clean.</b></p> <p>Which word belongs in the blank?</p> <p>A. next</p> <p>B. third</p> <p><b>C. first</b></p>

Reporting Category	Writing
Content Connector	<b>8.W.3.1.a.4:</b> Establish and maintain a consistent style and tone appropriate to purpose and audience.
IAS Standard	<p><b>8.W.3.1:</b> Write arguments in a variety of forms that</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Sentence or paragraph provided needs to have a clear audience.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	style, tone, purpose, audience
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student can identify the appropriate audience, given a sentence or brief paragraph.</p>
	<p><b>Tier 2</b> The student will select the sentence that best fits a given purpose.</p>
	<p><b>Tier 3</b> The student will select the sentence that best fits into a brief paragraph with a clear purpose or audience.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 2</b>	<p>A student is writing that winter is a good time of year to play outside.</p> <p>Which sentence goes with this idea?</p> <p>A. Driving on ice can be dangerous.</p> <p>B. Keep your pets inside if it snows.</p> <p><b>C. Sledding down a hill is really fun.</b></p>

Reporting Category	Writing
Content Connector	<b>8.W.3.1.a.5:</b> Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
IAS Standard	<p><b>8.W.3.1:</b> Write arguments in a variety of forms that</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically.</li> <li>● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	style, voice
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>Given a short passage with a blank, student will select the accurate word.</p>
	<p><b>Tier 2</b></p> <p>Given an example of a statement in third person, student will choose an answer that shows third-person statement.</p>
	<p><b>Tier 3</b></p> <p>Given an example of a statement in third person, student will choose an answer that shows third-person statement.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p>Read the sentence below. It is written in third person.</p> <p><b>He likes all kinds of pizza.</b></p> <p>Which sentence is written in third person?</p> <p>A. I like cheese pizza.</p> <p>B. You like cheese pizza.</p> <p><b>C. She likes cheese pizza.</b></p>

Reporting Category	Writing
Content Connector	<b>8.W.3.1.a.6:</b> Provide a concluding statement or section that follows from and supports the argument presented.
IAS Standard	<p><b>8.W.3.1:</b> Write arguments in a variety of forms that</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	argument, conclusion
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will select the sentence that completes the paragraph.</p>
	<p><b>Tier 2</b> The student will select the sentence that completes the paragraph.</p>
	<p><b>Tier 3</b> The student will select the sentence that completes the paragraph.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	<p>Read the paragraph.</p> <p><b>Vegetables help us stay healthy. They have lots of important vitamins. We should all try to eat more vegetables.</b></p> <p>Which sentence is the conclusion?</p> <p>A. Vegetables help us stay healthy.</p> <p>B. They have lots of important vitamins.</p> <p><b>C. We should all try to eat more vegetables.</b></p>

Reporting Category	Writing
Content Connector	<b>8.W.3.1.a.7:</b> Write arguments in a variety of forms.
IAS Standard	<p><b>8.W.3.1:</b> Write arguments in a variety of forms that</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors need to be informative and narrative sentences.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	persuade, persuasive, claim
Cognitive Complexity	5



Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will identify an argumentative statement.</p>
	<p><b>Tier 2</b> The student will select an appropriate/correct argument to match the given support.</p>
	<p><b>Tier 3</b> The student will select an appropriate/correct argument to match the given support.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>Lily is writing a paragraph. She has written two reasons for her claim.</p> <p><b>It makes us stronger.</b> <b>It helps us live longer.</b></p> <p>What is Lily's claim?</p> <p><b>A. Exercise is important.</b></p> <p><b>B. Dogs are the best pets.</b></p> <p><b>C. Litter is bad for the earth.</b></p>

Reporting Category	Writing
Content Connector	<p><b>8.W.3.2.a.1:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
IAS Standard	<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>

Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	topic, introduction, supporting detail
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will identify which sentence should begin a brief paragraph.</p>
	<p><b>Tier 2</b> The student can identify a sentence that could be used as an appropriate introduction to an incomplete paragraph that has been provided.</p>
	<p><b>Tier 3</b> Given a topic sentence and supporting detail, the student can identify an additional supporting detail.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
<b>Tier 3</b>	<p>Read the sentences.</p> <p><b>Growing your own bean plant is easy. You just need a few things.</b></p> <p>Which detail goes with these sentences?</p> <ul style="list-style-type: none"><li>A. Living on a farm is fun.</li><li><b>B. First, you need some seeds.</b></li><li>C. There are many kinds of fruit.</li></ul>

Reporting Category	Writing
Content Connector	<b>8.W.3.2.a.2:</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
IAS Standard	<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended	Multiple Choice (MC)

Response Mechanisms	
Construct-Relevant Vocabulary	relevant, facts, definitions, details, quotations
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Provided with a topic, the student can identify a relevant supporting detail.
	<b>Tier 2</b> Provided with a topic, the student can identify a relevant supporting detail.
	<b>Tier 3</b> Provided with a paragraph, the student can select a relevant supporting detail to fit into the paragraph.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
<b>Sample Item</b>	
<b>Tier 2</b>	Jenna is writing about the history of computers.  Which detail should Jenna include?  A. where to buy a new computer  <b>B. when the first computer was made</b>  C. why tablets are better than computers

Reporting Category	Writing
Content Connector	<b>8.W.3.2.a.3:</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
IAS Standard	<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended	Multiple Choice (MC)

Response Mechanisms	
Construct-Relevant Vocabulary	transitions, relationships, concepts
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Student will place a transition (e.g., “first”) in a blank in a sentence of a short informative paragraph.
	<b>Tier 2</b> Student will place a transition (e.g., “first,” “also”) in a blank in a sentence of a short informative paragraph.
	<b>Tier 3</b> Student will place a transition (e.g., “first,” “also,” “last”) in a blank in a sentence of a short informative piece.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student’s understanding should not be included.



Sample Item	
<b>Tier 2</b>	<p>Read the paragraph.</p> <p><b>First, tell people about the garage sale. Put up signs in the neighborhood. Second, get everything you want to sell at the garage sale. _____, decide how much each thing costs.</b></p> <p>Which word belongs in the blank?</p> <p><b>A. Third</b></p> <p>B. Before</p> <p>C. While</p>

Reporting Category	Writing
Content Connector	<b>8.W.3.2.a.4:</b> Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
IAS Standard	<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended	Multiple Choice (MC)

Response Mechanisms	
Construct-Relevant Vocabulary	precise(ly), concise(ly)
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Student will select the word that best fits in a blank of a sentence.
	<b>Tier 2</b> Given a word, student will choose a word with a similar meaning.
	<b>Tier 3</b> Student will choose the word with a similar meaning that best replaces a given word in a sentence.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
<b>Sample Item</b>	
<b>Tier 2</b>	<p>Read the sentence.</p> <p><b>Jenna <u>likes</u> pizza.</b></p> <p>Which word means the same as "likes"?</p> <p><b>A. enjoys</b></p> <p>B. makes</p> <p>C. smells</p>

Reporting Category	Writing
Content Connector	<b>8.W.3.2.a.5:</b> Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
IAS Standard	<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended	Multiple Choice (MC)

Response Mechanisms	
Construct-Relevant Vocabulary	style, voice
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Student will select a word that best fits in a blank of a sentence describing an object.
	<b>Tier 2</b> Given a word, student will choose another word with a similar meaning.
	<b>Tier 3</b> Student will choose the word with a similar meaning that best replaces a given word in a sentence.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
<b>Tier 1</b>	<p>Rosa likes the circus. She wants to tell others all about the circus. She writes this sentence:</p> <p><b>The circus is _____ to learn about.</b></p> <p>Which word belongs in the blank?</p> <p>A. horrible</p> <p>B. emotional</p> <p><b>C. interesting</b></p>

Reporting Category	Writing
Content Connector	<b>8.W.3.2.a.6:</b> Establish and maintain a consistent style and tone appropriate to purpose and audience.
IAS Standard	<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)

Construct-Relevant Vocabulary	style, tone, purpose, audience
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student can identify the appropriate audience, given a sentence or brief paragraph.</p>
	<p><b>Tier 2</b> The student will select the sentence that best fits a given purpose.</p>
	<p><b>Tier 3</b> The student will select the sentence that best fits into a brief paragraph with a clear purpose or audience.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
<b>Sample Item</b>	
<b>Tier 2</b>	<p>Luis is writing about recycling. He wants to explain what can be recycled.</p> <p>Which sentence should he write?</p> <p>A. Everyone can recycle.</p> <p><b>B. We can recycle paper.</b></p> <p>C. We can recycle at school.</p>



Reporting Category	Writing
Content Connector	<b>8.W.3.2.a.7:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.
IAS Standard	<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended	Multiple Choice (MC)

Response Mechanisms	
Construct-Relevant Vocabulary	argument, conclusion
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will select the sentence that completes the paragraph.
	<b>Tier 2</b> The student will select the sentence that completes the paragraph.
	<b>Tier 3</b> The student will select the sentence that completes the paragraph.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

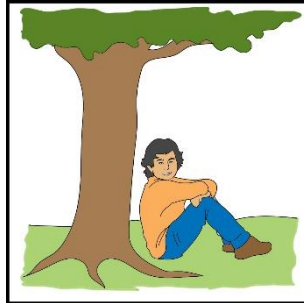
Sample Item	
<b>Tier 2</b>	<p>Read the paragraph.</p> <p><b>Everyone seems to have a cell phone today. People use them every day. No one leaves home without their cell phone!</b></p> <p>Which sentence could be the conclusion?</p> <p>A. First, cell phones can do a lot of things.</p> <p>B. I will tell you some interesting things about cell phones.</p> <p><b>C. To conclude, cell phones are a big part of our lives.</b></p>

Reporting Category	Writing
Content Connector	<b>8.W.3.2.a.8:</b> Write informative compositions in a variety of forms.
IAS Standard	<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>

Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS) Table Match (TM)
Construct-Relevant Vocabulary	informative
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify an informative statement.
	<b>Tier 2</b> The student will identify an informative statement appropriate for a brief paragraph.
	<b>Tier 3</b> The student will select the correct informative topic to match the given support.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

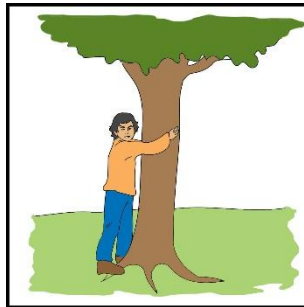
Sample Item

Which sentence gives information about trees?



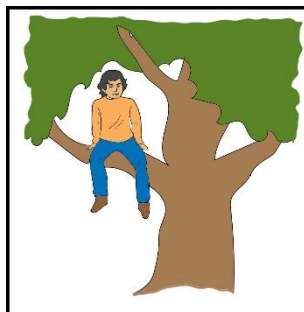
A.

Trees create shade.



B.

We should all love trees.



C.

I climbed a tree when I was little.

Tier 1

Reporting Category	Writing
Content Connector	<b>8.W.3.3.a.1:</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
IAS Standard	<p><b>8.W.3.3:</b> Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>

Construct-Relevant Vocabulary	character, narrator, point of view
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> Given a topic, the student will select an appropriate sentence introducing setting or characters. (Who and Where)</p>
	<p><b>Tier 2</b> Given topic, the student will select an appropriate sentence introducing setting, characters, or a problem. (What)</p>
	<p><b>Tier 3</b> Given topic, the student will select an appropriate sentence introducing setting, characters, events that would take place, a problem, or a solution. (How)</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
<b>Sample Item</b>	
<b>Tier 3</b>	<p>Julia is writing about her vacation.</p> <p>Which sentence best introduces the topic?</p> <p>A. The hotel had a swimming pool.</p> <p>B. Sometimes we stopped for a snack.</p> <p><b>C. My family went on a fun trip this summer.</b></p>



Reporting Category	Writing
Content Connector	<p><b>8.W.3.3.a.2:</b> Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</p>
IAS Standard	<p><b>8.W.3.3:</b> Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>• Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>• Use narrative technique, such as dialogue, pacing, description, and reflection, to develop experiences, events and/or characters.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>

Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS) Table Match (TM)
Construct-Relevant Vocabulary	events, transition(s), sequence
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will order events in the sequence they would occur.
	<b>Tier 2</b> The student will order events in the sequence they would occur in a short paragraph.
	<b>Tier 3</b> The student will identify the appropriate sequence of events in a short paragraph.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

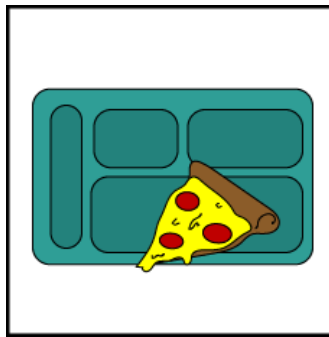
Sample Item

Tier 1

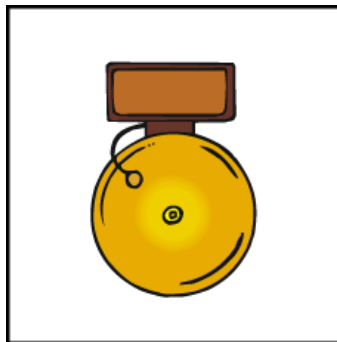
Read the paragraph.

**Lola was getting ready for her first day of school. Her mom made her pancakes for breakfast. She went to school and had pizza at lunch. At the end of the day the school bell rang and she went home.**

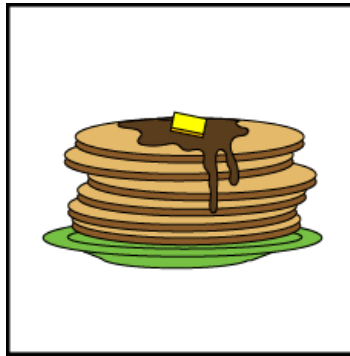
Which event comes first?



We had pizza for lunch on my first day of school.



Finally, the bell rang, and my first day of school was over.



C.

**I had pancakes for breakfast on my first day of school.**

Reporting Category	Writing
Content Connector	<b>8.W.3.3.a.3:</b> Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.
IAS Standard	<p><b>8.W.3.3:</b> Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>

Construct-Relevant Vocabulary	N/A
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Given a picture of a common event, the student will choose an appropriate description.
	<b>Tier 2</b> Given a character, the student will select an appropriate description.
	<b>Tier 3</b> Given a scenario, the student will identify appropriate development of a character or event.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item

Tier 1

Which sentence matches the picture?



- A. The swimming pool is crowded.
- B. I love swimming in the summer.**
- C. Sometimes we take our dogs swimming.

Reporting Category	Writing
Content Connector	<b>8.W.3.3.a.4:</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
IAS Standard	<p><b>8.W.3.3:</b> Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>• Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>• Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus text should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Avoid using the word “precise” in an item.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>



Construct-Relevant Vocabulary	descriptive details, sensory language
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will identify appropriate descriptive or sensory language to fit a sentence.</p>
	<p><b>Tier 2</b> Student will choose the word with a similar meaning that best replaces a given word in a sentence. The word should be more precise.</p>
	<p><b>Tier 3</b> Student will choose the word with a similar meaning that best replaces a given word in a sentence. The word should be more precise.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
<b>Sample Item</b>	
<b>Tier 2</b>	<p>Read the sentence.</p> <p><b>She <u>walked</u> across the room quietly.</b></p> <p>Which word could be used instead of <b><u>walked</u></b>?</p> <p>A. stomped</p> <p><b>B. tip-toed</b></p> <p>C. stormed</p>

Reporting Category	Writing
Content Connector	<b>8.W.3.3.a.5:</b> Provide an ending that follows from and reflects on the narrated experiences or events.
IAS Standard	<p><b>8.W.3.3:</b> Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	ending

Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will select the sentence that completes a paragraph.</p>
	<p><b>Tier 2</b> The student will select the sentence that completes a paragraph.</p>
	<p><b>Tier 3</b> The student will select the sentence that completes a paragraph.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
<b>Sample Item</b>	
Tier 3	<p>Read the paragraph about a day out at the park.</p> <p><b>We went to the park as a family for the day. We took a picnic lunch and we played on the playground.</b></p> <p>Which sentence is the best ending for the paragraph?</p> <p>A. Next, he asked if I wanted to play.</p> <p><b>B. All in all, we had a really fun day.</b></p> <p>C. Here is a story about summer camp.</p>

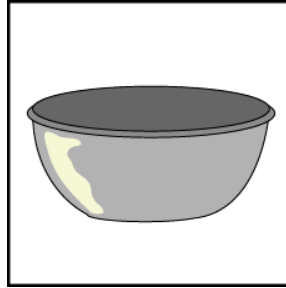
Reporting Category	Writing
Content Connector	<b>8.W.3.3.a.6:</b> Write narrative compositions in a variety of forms.
IAS Standard	<p><b>8.W.3.3:</b> Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors need to be informative and persuasive sentences.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>

Construct-Relevant Vocabulary	narrative
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will identify a sentence appropriate for a narrative.</p>
	<p><b>Tier 2</b> The student will determine an appropriate beginning or ending for a narrative.</p>
	<p><b>Tier 3</b> The student will determine a possible resolution for a problem within a narrative.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item

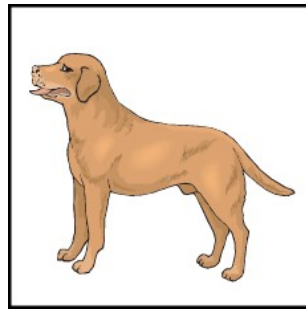
Tier 1

Which sentence would you write in a story?



A.

Next, add the salt and mix well.



B.

One time, my dog and I took a hike.



C.

Come to our store to buy a new tent!

Reporting Category	Writing
Content Connector	<b>8.W.6.1b.a.3:</b> Recognize and correct inappropriate shifts in verb voice.
IAS Standard	<b>8.W.6.1b:</b> Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; and recognizing and correcting inappropriate shifts in verb voice.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	active verb
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will identify a group of words that make a complete sentence.</p>
	<p><b>Tier 2</b></p> <p>Student will identify the correct verb tense needed to complete the sentence.</p>
	<p><b>Tier 3</b></p> <p>Student will identify the correct verb to replace one that was used incorrectly.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	<p>Read the sentence.</p> <p><b>Yesterday, she fixed the bike and <u>goes</u> for a ride.</b></p> <p>Which word should be used instead of <u>goes</u>?</p> <p>A. goed</p> <p><b>B. went</b></p> <p>C. going</p>



Reporting Category	Writing
Content Connector	<b>8.W.6.2b.a.1:</b> Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
IAS Standard	<b>8.W.6.2b:</b> Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	comma
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will select the sentence with appropriate use of commas to indicate a pause.</p>
	<p><b>Tier 2</b></p> <p>Student will select the sentence with appropriate use of commas to indicate a pause.</p>
	<p><b>Tier 3</b></p> <p>Student will select the sentence with appropriate use of commas to indicate a pause.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	<p>Which sentence uses commas correctly?</p> <p><b>A. When she sings, she is happy.</b></p> <p>B. When, she sings she is happy.</p> <p>C. When she sings she is, happy.</p>

Reporting Category	Writing
Content Connector	<b>8.W.6.1b.a.2:</b> Use active and passive verbs in writing.
IAS Standard	<b>8.W.6.1b:</b> Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; and recognizing and correcting inappropriate shifts in verb voice.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	active verb, passive verb
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a phrase with an active verb.</p>
	<p><b>Tier 2</b></p> <p>Given sentences containing active and passive verbs, the student will identify the active and passive verbs.</p>
	<p><b>Tier 3</b></p> <p>Given sentences containing active and passive verbs, the student will identify the active and passive verb.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	<p>Read the sentences.</p> <p><b>Billy threw the ball. The ball was thrown to the dog. Then, the dog got a bone. The bone was eaten by the dog. The dog is happy to eat the bone.</b></p> <p>Which sentence contains a passive verb phrase?</p> <p>A. Billy threw the ball.</p> <p>B. Then, the dog got a bone.</p> <p><b>C. The ball was thrown to the dog.</b></p>

Updated 10/2020

Reporting Category	Writing
Content Connector	<b>8.W.6.1b.a.1:</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
IAS Standard	<b>8.W.6.1b:</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; and recognizing and correcting inappropriate shifts in verb voice.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	verb
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student will select the correct use of a verbal to fit a sentence.</p>
	<p><b>Tier 2</b></p> <p>Student will select the correct use of a verbal to fit a sentence.</p>
	<p><b>Tier 3</b></p> <p>Student will recognize a sentence with a correctly used verbal.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	<p>Which word belongs in the blank?</p> <p>I enjoy _____.</p> <p>A. swim</p> <p>B. to swim</p> <p><b>C. swimming</b></p>